

## W Herbert Chapman Elementary

230 Bryant Rd  
Spartanburg, SC 29303

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	440 Students	
<b>Principal</b>	Fredrick Logan	864-594-4440
<b>Superintendent</b>	TBA	864-594-4400
<b>Board Chair</b>	Conrad C. Hurst, III	864-594-4400

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	6	43	69	13

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Below Average	Below Average	Yes
<b>2006</b>	Below Average	Below Average	No

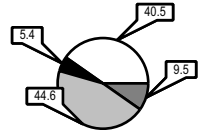
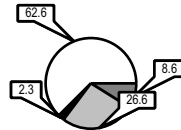
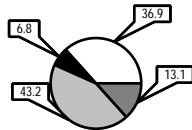
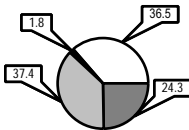
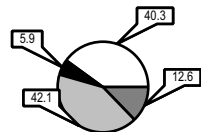
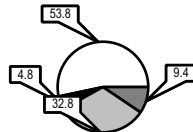
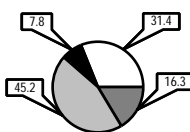
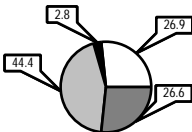
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	241	100.0	36.5	37.4	24.3	1.8	35.1	Yes	Yes
<b>Gender</b>									
Male	119	100.0	44.0	34.9	18.3	2.8	29.4	N/A	N/A
Female	122	100.0	29.2	39.8	30.1	0.9	40.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	63	100.0	20.7	41.4	36.2	1.7	51.7	Yes	Yes
African American	148	100.0	41.2	35.3	21.3	2.2	30.1	No	Yes
Asian/Pacific Islander	10	100.0	20.0	50.0	30.0	0.0	50.0	I/S	I/S
Hispanic	19	100.0	64.7	29.4	5.9	0.0	11.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	211	100.0	30.4	41.8	25.8	2.1	38.1	N/A	N/A
Disabled	30	100.0	78.6	7.1	14.3	0.0	14.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	241	100.0	36.5	37.4	24.3	1.8	35.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	23	100.0	38.1	57.1	4.8	0.0	23.8	I/S	I/S
Non-Limited English Proficient	218	100.0	36.3	35.3	26.4	2.0	36.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	195	100.0	39.2	38.1	20.4	2.2	31.5	Yes	Yes
Full-pay meals	46	100.0	24.4	34.1	41.5	0.0	51.2	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	241	100.0	36.9	43.2	13.1	6.8	33.3	Yes	Yes
<b>Gender</b>									
Male	119	100.0	39.4	41.3	10.1	9.2	32.1	N/A	N/A
Female	122	100.0	34.5	45.1	15.9	4.4	34.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	63	100.0	20.7	48.3	15.5	15.5	50.0	Yes	Yes
African American	148	100.0	41.2	43.4	12.5	2.9	27.2	No	Yes
Asian/Pacific Islander	10	100.0	30.0	40.0	20.0	10.0	40.0	I/S	I/S
Hispanic	19	100.0	58.8	29.4	5.9	5.9	23.5	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	211	100.0	33.5	44.8	14.9	6.7	36.1	N/A	N/A
Disabled	30	100.0	60.7	32.1	0.0	7.1	14.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	241	100.0	36.9	43.2	13.1	6.8	33.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	23	100.0	47.6	42.9	4.8	4.8	28.6	I/S	I/S
Non-Limited English Proficient	218	100.0	35.8	43.3	13.9	7.0	33.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	195	100.0	40.3	40.9	12.2	6.6	29.8	Yes	Yes
Full-pay meals	46	100.0	22.0	53.7	17.1	7.3	48.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	241	100.0	62.6	26.6	8.6	2.3	10.8
<b>Gender</b>							
Male	119	100.0	64.2	22.9	9.2	3.7	12.8
Female	122	100.0	61.1	30.1	8.0	0.9	8.8
<b>Racial/Ethnic Group</b>							
White	63	100.0	36.2	43.1	15.5	5.2	20.7
African American	148	100.0	71.3	20.6	7.4	0.7	8.1
Asian/Pacific Islander	10	100.0	50.0	50.0	0.0	0.0	0.0
Hispanic	19	100.0	88.2	5.9	0.0	5.9	5.9
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	211	100.0	60.3	27.8	9.8	2.1	11.9
Disabled	30	100.0	78.6	17.9	0.0	3.6	3.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	241	100.0	62.6	26.6	8.6	2.3	10.8
<b>English Proficiency</b>							
Limited English Proficient	23	100.0	71.4	23.8	0.0	4.8	4.8
Non-Limited English Proficient	218	100.0	61.7	26.9	9.5	2.0	11.4
<b>Socio-Economic Status</b>							
Subsidized meals	195	100.0	65.7	25.4	6.6	2.2	8.8
Full-pay meals	46	100.0	48.8	31.7	17.1	2.4	19.5

<b>Social Studies</b>							
All Students	241	100.0	40.5	44.6	9.5	5.4	14.9
<b>Gender</b>							
Male	119	100.0	41.3	46.8	5.5	6.4	11.9
Female	122	100.0	39.8	42.5	13.3	4.4	17.7
<b>Racial/Ethnic Group</b>							
White	63	100.0	22.4	50.0	17.2	10.3	27.6
African American	148	100.0	48.5	41.2	7.4	2.9	10.3
Asian/Pacific Islander	10	100.0	20.0	70.0	10.0	0.0	10.0
Hispanic	19	100.0	47.1	41.2	0.0	11.8	11.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	211	100.0	36.6	46.9	10.8	5.7	16.5
Disabled	30	100.0	67.9	28.6	0.0	3.6	3.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	241	100.0	40.5	44.6	9.5	5.4	14.9
<b>English Proficiency</b>							
Limited English Proficient	23	100.0	42.9	38.1	9.5	9.5	19.0
Non-Limited English Proficient	218	100.0	40.3	45.3	9.5	5.0	14.4
<b>Socio-Economic Status</b>							
Subsidized meals	195	100.0	44.2	42.5	8.3	5.0	13.3
Full-pay meals	46	100.0	24.4	53.7	14.6	7.3	22.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	73	100.0	43.1	23.1	32.3	1.5	33.8
	4	59	100.0	26.0	44.0	30.0	0.0	30.0
	5	59	100.0	46.2	44.2	9.6	0.0	9.6
	6	69	100.0	47.3	27.3	25.5	0.0	25.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	100.0	23.7	42.4	33.9	0.0	33.9
	4	64	100.0	38.3	38.3	23.3	0.0	23.3
	5	55	100.0	44.0	32.0	24.0	0.0	24.0
	6	59	100.0	41.5	35.8	15.1	7.5	22.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	73	97.3	28.6	55.6	11.1	4.8	15.9
	4	59	100.0	32.0	44.0	20.0	4.0	24.0
	5	59	100.0	44.2	36.5	13.5	5.8	19.2
	6	69	100.0	25.5	43.6	29.1	1.8	30.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	100.0	22.0	59.3	11.9	6.8	18.6
	4	64	100.0	45.0	38.3	8.3	8.3	16.7
	5	55	100.0	44.0	40.0	14.0	2.0	16.0
	6	59	100.0	37.7	34.0	18.9	9.4	28.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	73	97.3	61.9	27.0	11.1	0.0	11.1
	4	59	100.0	56.0	36.0	8.0	0.0	8.0
	5	59	100.0	61.5	28.8	3.8	5.8	9.6
	6	69	100.0	49.1	29.1	10.9	10.9	21.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	100.0	67.8	25.4	6.8	0.0	6.8
	4	64	100.0	66.7	21.7	8.3	3.3	11.7
	5	55	100.0	60.0	34.0	6.0	0.0	6.0
	6	59	100.0	54.7	26.4	13.2	5.7	18.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	73	100.0	56.9	40.0	1.5	1.5	3.1
	4	59	100.0	28.0	66.0	6.0	0.0	6.0
	5	59	100.0	40.4	42.3	11.5	5.8	17.3
	6	69	100.0	34.5	38.2	10.9	16.4	27.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	100.0	42.4	47.5	8.5	1.7	10.2
	4	64	100.0	46.7	43.3	8.3	1.7	10.0
	5	55	100.0	40.0	50.0	4.0	6.0	10.0
	6	59	100.0	32.1	37.7	17.0	13.2	30.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 440)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.4%	100.0%	100.0%
Retention rate	1.0%	Down from 1.3%	3.8%	2.8%
Attendance rate	95.8%	Down from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.3%	0.0%	0.0%
Eligible for gifted and talented	11.2%	Down from 15.5%	5.8%	10.4%
On academic plans	60.4%	N/AV	44.0%	33.6%
On academic probation	39.1%	N/AV	0.0%	1.0%
With disabilities other than speech	9.8%	Up from 9.2%	8.1%	7.5%
Older than usual for grade	0.2%	No change	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 36)</b>				
Teachers with advanced degrees	63.9%	Up from 62.9%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 90.3%	86.9%	87.3%
Teacher attendance rate	92.9%	Down from 94.9%	94.7%	94.9%
Average teacher salary	\$43,629	Down 3.8%	\$41,658	\$42,485
Prof. development days/teacher	13.1 days	Down from 19.7 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	26.0	No change	4.0	4.0
Student-teacher ratio in core subjects	12.8 to 1	Down from 17.4 to 1	17.5 to 1	18.6 to 1
Prime instructional time	85.7%	Down from 89.8%	89.3%	89.7%
Dollars spent per pupil*	\$8,022	Down 0.8%	\$6,923	\$6,557
Percent of expenditures for teacher salaries*	53.4%	Down from 63.0%	62.8%	64.0%
Percent of expenditures for instruction*	65.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	6.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Chapman Elementary School prepares students to lead healthy, meaningful, and productive lives. Through a challenging student-centered curriculum and an atmosphere of mutual respect, we foster positive self-concept and a desire for lifelong learning. Constructed in 1969, the school is named for Dr. William Herbert Chapman, a District 7 trustee for many years and a local Whitney community physician. Chapman Elementary is fully accredited by the Southern Association of Colleges and Schools. The school serves grades K4-6, is host to one special needs classroom, and is a practicum site for education majors from the University of South Carolina Upstate and Converse College. Chapman students are provided full-day kindergarten, and we have implemented a 4-K program funded by Medicaid. French instruction begins in fourth grade; band and orchestra begin in fifth grade. Technology instruction is delivered through the Josten's lab, media center, and classrooms.

Programs such as Reading Recovery, school-wide Accelerated Reader, Junior Beta Club, 5th grade walking club, and student council further enrich the school curriculum. Students may also participate in Boys and Girls Club. Chapman has an active PTO that supports the instructional and Related Arts program and facilitates many activities for the school community. Chapman has also established a partnership with Bethel United Methodist Church. Bethel has been instrumental in providing tutors for at-risk students and aiding in several activities throughout the school year.

Teachers are working with innovative strategies to implement best practices across the curriculum. They each have a 120-minute ELA block and participate in twice monthly study groups. Literacy breakfasts, guest readers, and "Mom and Me" and "Dad and Me" lunches are ways that teachers involve parents in the programs at the school. Our staff is well qualified with many holding advanced degrees.

Chapman Elementary School takes pride in its accomplishments: Reading is Fundamental, EIA teacher grants, Target 2000 Arts Education grants, New York Times Grant for Reading, Junior League Grants, Getty Education Institute for the Arts Award, School Incentive Awards, and Adequate Yearly Progress.

David L. Steven, Principal  
Karen Rogers, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	40	51	27
Percent satisfied with learning environment	94.9%	72.0%	76.9%
Percent satisfied with social and physical environment	94.9%	72.9%	70.4%
Percent satisfied with school-home relations	89.7%	89.8%	74.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.